

Bates Middle

715 Estate St.
Sumter, South Carolina 29150

Grades	6-8 Middle School	
Enrollment	845 Students	
Principal	Anthony Graham	803-775-0711
Superintendent	Zona W. Jefferson, Ph. D.	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	33	9	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Below Average	No

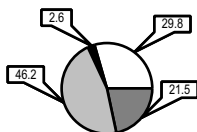
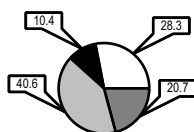
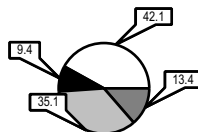
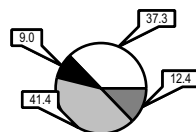
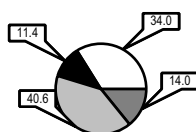
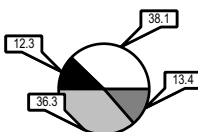
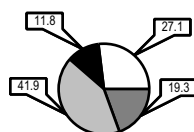
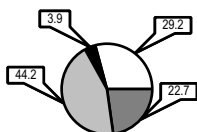
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	810	98.4	28.5	47.0	21.8	2.6	35.8	Yes	Yes
Gender									
Male	396	98.2	32.8	48.0	17.1	2.2	31.2		
Female	414	98.6	24.5	46.1	26.3	3.1	40.2		
Racial/Ethnic Group									
White	300	98.3	12.8	49.8	31.3	6.0	52.7	Yes	Yes
African American	492	98.4	38.3	45.0	16.0	0.6	25.3	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	713	98.6	24.3	48.7	24.1	3.0	39.4		
Disabled	97	96.9	60.7	34.8	4.5	0.0	9.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	810	98.4	28.5	47.0	21.8	2.6	35.8		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	804	98.4	28.2	47.2	21.9	2.7	35.9		
Socio-Economic Status									
Subsidized meals	443	98.2	40.0	44.3	15.0	0.7	23.7	No	Yes
Full-pay meals	367	98.6	14.8	50.3	29.9	4.9	50.3		

Mathematics – State Performance Objective = 36.7%									
All Students	810	98.9	27.4	41.2	20.9	10.5	42.8	Yes	Yes
Gender									
Male	396	98.2	30.9	37.9	20.3	10.8	41.5		
Female	414	99.5	24.0	44.2	21.5	10.2	44.0		
Racial/Ethnic Group									
White	300	98.7	11.7	39.5	27.8	21.0	59.8	Yes	Yes
African American	492	99.0	37.0	42.6	16.6	3.9	32.0	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	713	99.2	23.0	41.9	23.2	11.9	47.1		
Disabled	97	96.9	60.7	36.0	3.4	0.0	10.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	810	98.9	27.4	41.2	20.9	10.5	42.8		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	804	98.9	27.1	41.3	21.0	10.6	42.9		
Socio-Economic Status									
Subsidized meals	443	98.9	37.7	42.8	15.4	4.1	30.5	No	Yes
Full-pay meals	367	98.9	14.8	39.2	27.6	18.3	57.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	809	98.5	41.1	35.7	13.6	9.6	23.2
Gender							
Male	396	97.5	43.1	31.3	13.9	11.7	25.6
Female	413	99.5	39.2	39.7	13.3	7.7	21.0
Racial/Ethnic Group							
White	299	98.3	21.7	40.2	19.2	18.9	38.1
African American	492	98.4	53.0	33.3	10.0	3.7	13.6
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	712	98.9	35.9	38.1	15.2	10.8	26.0
Disabled	97	95.9	80.7	17.0	1.1	1.1	2.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	809	98.5	41.1	35.7	13.6	9.6	23.2
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	803	98.5	40.8	35.8	13.7	9.7	23.3
Socio-Economic Status							
Subsidized meals	443	98.4	55.9	30.4	10.1	3.6	13.7
Full-pay meals	366	98.6	23.1	42.1	17.8	17.0	34.8

Social Studies							
All Students	808	98.8	36.3	42.1	12.5	9.1	21.6
Gender							
Male	395	97.7	37.1	39.8	12.3	10.9	23.2
Female	413	99.8	35.5	44.2	12.8	7.4	20.2
Racial/Ethnic Group							
White	298	98.7	21.1	46.8	14.6	17.5	32.1
African American	492	98.8	45.7	39.7	10.6	4.1	14.7
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	711	99.0	30.3	45.6	13.9	10.2	24.1
Disabled	97	96.9	80.9	15.7	2.2	1.1	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	808	98.8	36.3	42.1	12.5	9.1	21.6
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	802	98.8	36.0	42.3	12.6	9.1	21.7
Socio-Economic Status							
Subsidized meals	443	99.1	47.0	39.8	8.9	4.3	13.2
Full-pay meals	365	98.4	23.2	44.9	17.0	15.0	32.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	249	99.2	28.2	43.3	26.9	1.6	28.6
	7	260	99.6	29.8	50.6	17.6	2.0	19.6
	8	231	99.6	29.1	49.8	18.5	2.6	21.1
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	265	98.1	31.8	43.5	20.5	4.2	24.7
	7	290	98.3	24.9	45.7	26.8	2.6	29.4
	8	255	98.8	27.1	52.5	19.1	1.3	20.3
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	249	99.2	17.1	39.2	32.2	11.4	43.7
	7	260	100.0	33.2	39.5	14.8	12.5	27.3
	8	231	100.0	34.6	49.6	11.8	3.9	15.8
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	265	98.5	16.3	43.3	30.0	10.4	40.4
	7	290	98.6	26.0	38.1	19.6	16.2	35.8
	8	255	99.6	37.8	42.9	14.3	5.0	19.3
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	265	98.1	41.8	34.3	14.2	9.6	23.8
	7	289	97.9	33.8	37.3	18.3	10.6	28.9
	8	255	99.6	45.8	36.6	8.8	8.8	17.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	265	98.9	32.0	37.8	14.1	16.2	30.3
	7	288	99.0	41.7	36.7	14.4	7.2	21.6
	8	255	98.4	33.1	52.5	9.7	4.7	14.4

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 845)				
Students enrolled in high school credit courses (grades 7 & 8)	7.6%	Down from 7.8%	18.5%	15.5%
Retention rate	6.9%	Up from 3.8%	2.8%	3.0%
Attendance rate	96.6%	Up from 95.8%	95.9%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.1%	Down from 8.3%	4.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.1%	Up from 5.7%	4.2%	4.6%
Eligible for gifted and talented	15.7%	Down from 16.7%	18.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.0%	No change	13.7%	13.6%
Older than usual for grade	7.3%	Up from 4.3%	3.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	7.1%	Up from 0.4%	0.6%	0.8%
Annual dropout rate	0.5%	Up from 0.0%	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	53.3%	Up from 52.2%	53.1%	51.8%
Continuing contract teachers	73.3%	Down from 73.9%	80.4%	78.1%
Highly qualified teachers	82.1%	Down from 89.2%	91.1%	89.6%
Teachers with emergency or provisional certificates	12.8%	Down from 17.1%	4.2%	6.0%
Teachers returning from previous year	78.9%	Up from 76.3%	87.5%	85.4%
Teacher attendance rate	96.4%	Up from 95.4%	95.2%	94.9%
Average teacher salary	\$39,280	Up 1.0%	\$41,626	\$41,328
Prof. development days/teacher	12.2 days	Up from 11.9 days	11.7 days	11.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	29.8 to 1	Up from 27.9 to 1	22.1 to 1	21.3 to 1
Prime instructional time	91.7%	Up from 89.5%	89.7%	89.3%
Dollars spent per pupil*	\$5,429	Up 7.2%	\$5,750	\$6,022
Percent of expenditures for teacher salaries*	60.1%	Down from 62.0%	62.1%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.7%	Up from 93.3%	95.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.6%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As we continue to prepare the students of Bates Middle School for the future, we are embracing the notion that change is essentially a good thing and must be cultivated if student success is the desired outcome. Our students have the opportunity to participate in a variety of extracurricular activities as well as involve their parents in everyday school life. They have impressed us with a number of individual and group awards/recognitions.

This list includes: writing honors, raising funds for charity, band, football, basketball, track, mock trial, student council, science fair, chorus and the list continues. Toward the end of the year, we were especially honored that our English I and Algebra I Honors classes presented the school with a 100% passing rate on both end-of-course exams. The goal for next year is to continue the trend and increase the number of students taking these high level courses.

On the curriculum front, Bates started a new course that proved highly successful. We offered an Algebra course as an accelerated math course that moved at a slower pace and did not require students to take the end-of-course exam. The purpose was to increase the number of students taking or having access to an Algebra course prior to entering high school. If next year's enrollment is any indication, the course is already a success. We aim to enroll 75% of all Bates students in an Algebra course within the next two years.

Finally, on a personal note, motivation or lack of motivation appears to be a challenge we must continue to battle. For the next two years, one of our major areas of focus "must" be concentrating on those who are being left behind. We must devise a new strategy to ensure that all are performing and doing well and not simply blame it on socio-economic factors. We must simply take a new look at who they are and correct their course. We must and we will address this concern as a faculty, staff, and community.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	236	124
Percent satisfied with learning environment	95.6%	73.6%	83.3%
Percent satisfied with social and physical environment	97.8%	80.2%	71.3%
Percent satisfied with school-home relations	91.1%	88.8%	60.2%

*Only students at the highest middle school grade level at this school and their parents were included.